**KENTUCKY BOARD OF EDUCATION
LEGISLATIVE AGENDA
2012 Regular Session of the General Assembly**

Budget

Operations

During the upcoming regular session, the General Assembly will enact the Commonwealth's biennial budget. The department's focus will be on obtaining adequate support for the Kentucky Board of Education's strategic priorities. There are four foundation items in KDE's budget request. They are the programmatic policies that will enable the Commonwealth's education system to prepare our students to be college- or career-ready.

- ***Funding for School Improvement*** – This $13.3M request ($6.65M in FY13 and FY14) will provide $2.4M in funding to **assist Non-Title I low-performing schools**. These funds will help schools and districts to promote student growth, reduce the drop-out rate, and improve graduation rates. It will also provide $3.5M for ***Educational Recovery*** MOA staff to focus on the turnaround of low-achieving schools. Staff will work with schools and districts in the areas of curriculum, assessment, professional development, and other areas of need. It also provides $750,000 for the funding of three ***Centers for Learning Excellence***. These regionally located centers will partner with the identified schools and districts to monitor and coordinate the activities of Educational Recovery MOA staff.

- ***Funding for College and Career Readiness Efforts*** – This $28.1M request also has three primary programs:
    - $5.9M in FY13 and $8.6M in FY14 for funding the ***AdvanceKY Program***. *AdvanceKY* is an advanced placement initiative with a primary focus on math, science, and English. It is a partnership between the Kentucky Science and Technology Corporation, the National Math and Science Initiative, and many national and state business and education professionals. This will fund up to 17,000 students and 480 Advanced Placement Teachers in the Commonwealth in FY13 and FY14.
    - $1.8M per year for ***Early College*** to expand the current pilots from 7 to 15. Early College is an example of an innovative pathway to graduation; these programs are focused on improving opportunities for students postsecondary by providing them the chance to exit high school with a diploma and a substantial amount of college credit. Early colleges are primarily focused on serving students at-risk of dropping out or students who may be first in the family college goers or English Language Learners. For this reason, early colleges have the potential for improving the college and career readiness rate.
    - $5.0M each year for ***Project Lead the Way (PLTW).*** *PLTW* is a middle school and high school project and problem-based contextual learning curriculum. *PLTW* seeks to create dynamic partnerships with schools and industry in order to prepare an increasing and more diverse group of students for success in engineering and engineering technology programs. Students interested in math, science, and the human body will find the *PLTW* Biomedical Sciences™ program a great introduction to the numerous medical fields. It will also teach them how the skills they learn are used in the biomedical sciences.

- ***Funding for Assessment*** - State testing programs are required by KRS158.645 – KRS 158.6459 and by the federal government's No Child Left Behind (NCLB) Act of 2001. These funds are necessary to enable KDE to develop the assessments required by state and federal law. The summative assessment program assesses students in reading and mathematics in grades 3-8 and at the high school level (as required by KRS158.645 – KRS 158.6459).

  The assessment program also includes science assessments to comply with the requirements of NCLB. In addition, the assessment program measures social studies and writing. The funds are primarily necessary to provide for the assessment services required for the implementation of the Kentucky Performance Rating for Educational Progress (K-PREP). The goal is to move all schools toward the goal of proficiency and is based on the principle that all students can learn at high levels, given adequate time, opportunities and resources. Senate Bill 1, enacted in 2009, allowed, with approval by the Kentucky Board of Education an end-of-course (EOC) assessment program at the high school level.

- ***Teacher Effectiveness and Evaluation*** – The KBE Strategic Plan in the area of Next-Generation Professionals include two objectives: 1) that every student will be taught by an effective teacher and 2) that every school will be led by an effective leader. The goal by 2015 is to significantly increase the percentages of teachers and leaders rated as effective (as measured by teacher and principal effectiveness tools). To accomplish these goals, KDE plans to implement the ***Professional Growth and Effectiveness System (PGES)***.

  PGES development includes approximately 50 local school districts involved in the initial field and system validation. Extensive training and preparation for the fall 2012-13 statewide pilot implementation will be informed by local district participation and guidance from the teacher and principal statewide steering committees. Activities include: protocol and tool development, inter-rater reliability assessments, construct validity assessments, correlation studies, local district teacher, principal and additional rater trainers, system documentation to inform policy development and evaluation to support creditable implementation strategies.

  KDE is asking 174 districts to participate to support further development, refinement, and the completion of our reliability and validity assessments. Additionally, the pilot year will provide local districts with extensive technical assistance and professional development ensuring inter-rater reliability and opportunities to build capacity and confidence in the implementation.

  In FY14 KDE will evaluate the pilot to improve implementation and professional development supports, establish regional support and technical assistance to support implementation and capacity at the local district level and develop a reporting module to meet state and federal accountability along with state monitoring procedures and protocols.

  KDE will also implement the second iteration of the ***TELL Kentucky*** survey. KDE staff will compare 2011 baseline data with new results to determine improved teaching, empowering, leading and learning working conditions. KDE will deploy additional strategies to support school improvement interventions, incorporate the use of this data

into school improvement plans and principal effectiveness measures and increase participation rates in schools falling below the 50% required data reporting threshold. FY14 will also be the first year of accountability for the PGES for all schools and districts.

Capital

The KDE Capital Budget Request consists of limited projects that are needed to either provide enhanced learning opportunities for the students of the Commonwealth or to protect our investments in real property.

- ***Priority 1***: The maintenance pool for our Kentucky School for the Deaf (KSD), Kentucky School for the Blind (KSB), and the FFA Leadership Training Center. These campus facilities provide learning opportunities for students from all across the Commonwealth. KSD has 14 buildings with over 315,000 sq. ft. of classroom, dormitory, and maintenance space on 160+ acres of property located in Danville. KSB has 14 buildings with over 239,000 sq. ft. of classroom, dormitory, and maintenance space on 14+ acres of property located in Louisville. The mission of the FFA leadership Training Center is to develop premier leadership, personal growth and career success through agricultural education.
- ***Priority 2:*** HVAC modernization project at the KSD. This project will replace/upgrade HVAC systems in Brady Hall, Middleton Hall, Thomas Hall, Walker Hall, Argo-McClure Hall, Jacobs Hall and Grow Hall. The average age of the existing equipment is well over 32 years. These HVAC systems are in need of modernization to prevent disruptions of services and to provide more energy efficiency.
- ***Priority 3:*** Complete campus renovation of the KSD Campus in Danville. The general plan calls for the new campus to be located on the east side of South Second Street. It includes the renovation/reconstruction of Argo-McClure Hall, Brady Hall, Middleton Hall and Thomas Hall along with new construction and additions for a new elementary school, fine arts center/auditorium/auxiliary recreation area, student center/cafeteria and landscape changes involving such things as parking, campus entry, campus perimeter edges, lighting, vehicle and pedestrian circulation, play areas, signage and athletic areas.
- ***Priority 4***: Redevelop/renovate the KSB campus in Louisville. The plan calls for the renovation/reconstruction of Richie Hall, McDaniel Hall, Scoggan Hall, Evans Hall, Langan P.E. Building, Howser Hall, Hartford Hall, the Maintenance Building, small office building and replacement of the Gregory-Ries Hall with a new student center building. The campus would be redesigned to include renovated track and play areas and enlargement of the central open lawn area. The project includes site development, parking, blind-friendly annunciation and communication systems, ADA accessibility, code upgrades, replacement of failing systems, modernization, renovation of space to accommodate new and revised programs and assistive technology.
- ***Priority 5:*** Equipment/technology request for local school districts. In 2006, KDE was provided funding for classroom instructional devices. This is the second phase for that initiative. This funding will provide modern instructional workstations and devices, stationary or mobile, for public K-12 schools and KDE the agency. This initiative is essential to replace instructional devices that are either at or approaching the end of their supportability life cycle. Strategically, this project will achieve objectives identified in the KETS Master Plan and KDE Strategic Plan, as it will address issues such as technological equity, standards-based planning and accountability.

- ***Priority 6:*** An identity management system. The KDE manages several key statewide operational systems required by Kentucky's public schools to function and in some cases also required by law. Chief among them are the Kentucky Student Information System (KSIS), the financial package MUNIS, Active Directory, and soon, the Continuous Instructional Improvement Technology System (CIITS). The benefits of having statewide standards for these systems are many-fold with lower costs to implement, maintain and train staff to use. Kentucky is frequently cited by other states as a model, in this regard. Each of the systems mentioned above are used by many of the same persons within districts or within the KDE. Each system requires users to create and remember separate login credentials. What this usually means is that passwords are kept on a note taped to a monitor allowing anyone to use it. Hundreds if not thousands of man-hours are lost every year adding the same persons to each system, changing permissions for those people when needed, and finally removing them from each system when their employment ends. A breakdown anywhere along the line can create a simple annoyance of not having expected access all the way to the real danger of exposing confidential data to an ex-employee. A coherent Identity management strategy and tool will increase customer satisfaction, increase security, and decrease time and resources spent managing user accounts across multiple systems.

Career and Technology Education

The Transforming Education in Kentucky (TEK) Task Force presented numerous recommendations including improving prospects for students in career and technology education programs. The Career and Technical Education Steering Committee has been working to finalize specific recommendations centered on streamlining operations of the state and local centers as well as on improving and aligning curriculum, developing programs and professional development.

Compulsory School Attendance

Amend KRS 159.010 to raise the compulsory school age for attendance from 16 to 18.

Under the current law, KRS 159.010, students in Kentucky are eligible to leave school, before graduating, at the age or 16. This proposed change will raise the compulsory school age to 18. This statutory change will be supported by many initiatives being undertaken by the department and local districts through the dropout prevention grants as well as through other means. An estimated 6,500 Kentucky students drop out of grades 9-12 each year. Many programs exist to support retaining these students including access to dual credit, middle college, career learning (CTE), credit recovery and alternative education programs.

Innovation

Amend and add new sections to the Kentucky Revised Statutes.

Expand current and craft new statutes to provide additional flexibility for districts in organizing schools and instructional programs to meet the needs of students. There are several initiatives

and pilot programs to support innovative pathways to graduation in place including AdvanceKY, Early/Middle College, Advanced/Dual Credit, Non-Traditional "Snowbound" Instruction and Competency-Based instruction.

The Transforming Education in Kentucky (TEK) Task Force provided a specific recommendation focused on ***Digital Learning***. In response to that recommendation KDE will focus on two key areas to help districts provide better access to digital learning and ensure all students connect with educational resources as follows:
- Create a central authorization point at the department for multiple, statewide online learning providers.
- Update current statutory language to include and expand the use of digital instructional materials.

Preschool Funding

Amend KRS 157.226 to adjust the preschool funding formula.

The current formula is based on the December 1 count of the previous year (December 1, 2009) for each preschool funding category: at-risk, speech, developmental delay, and severe. Additional funds from a supplemental 3s count (three-year-olds with disabilities) are included in each district's allocation. Districts whose enrollments decreased more than five percent from the last two December 1 counts receive a negative funding adjustment and districts whose enrollment increased by more than five percent receive a growth adjustment. By removing the five percent negative and positive (growth) adjustments, funding is stabilized for the districts and they can plan decisions on more current data.